



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Livermore Falls Middle School

SAU: RSU 36 / MSAD 36

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2010-2011 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36 / MSAD 36
Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	76	76	100	75	74	71	11	64	20	5	74	2
	2009-2010	66	66	100	71	71	68	5	67	17	12	66	0
Female	2008-2009	33	33	100	82	81	76	9	73	18	0		
	2009-2010	31	31	100	81	81	74	6	74	13	6		
Male	2008-2009	43	43	100	70	68	66	12	58	21	9		
	2009-2010	35	35	100	63	63	63	3	60	20	17		
Caucasian/White	2008-2009	74	74	100	74	73	71	11	64	20	5		
	2009-2010	61	61	100	70	70	69	5	66	16	13		
African American/Black	2008-2009	0	0				51						
	2009-2010	1	1	100			47						
Hispanic	2008-2009	1	1	100			60						
	2009-2010	3	3	100			62						
Asian or Pacific Islander	2008-2009	1	1	100			74						
	2009-2010	1	1	100			70						
American Indian or Native Alaskan	2008-2009	0	0				54						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	41	41	100	61	62	58	7	54	29	10		
	2009-2010	41	41	100	59	59	56	2	56	22	20		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	20	22	33	0	20	60	20		
	2009-2010	8	8	100			29						
Limited English Proficient	2008-2009	1	1	100			45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36 / MSAD 36
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	64	64	100	73	72	78	19	55	19	8	63	1
	2009-2010	86	84	98	71	71	69	7	64	23	6	82	2
Female	2008-2009	30	30	100	83	82	84	20	63	13	3		
	2009-2010	37	37	100	81	81	76	8	73	16	3		
Male	2008-2009	34	34	100	65	64	73	18	47	24	12		
	2009-2010	49	47	96	64	64	62	6	57	28	9		
Caucasian/White	2008-2009	62	62	100	73	71	79	19	53	19	8		
	2009-2010	84	82	98	72	72	69	7	65	22	6		
African American/Black	2008-2009	1	1	100			60						
	2009-2010	0	0				53						
Hispanic	2008-2009	1	1	100			69						
	2009-2010	1	1	100			60						
Asian or Pacific Islander	2008-2009	0	0				83						
	2009-2010	1	1	100			77						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	39	39	100	69	69	67	10	59	21	10		
	2009-2010	49	48	98	65	65	57	4	60	25	10		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	36	36	39	0	36	36	27		
	2009-2010	15	14	93	36	36	28	0	36	43	21		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Livermore Falls Middle School
SAU: RSU 36 / MSAD 36
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	87	86	99	56	55	71	15	41	30	14	86	0
	2009-2010	64	64	100	63	63	68	8	55	33	5	63	1
Female	2008-2009	43	42	98	57	59	77	24	33	33	10		
	2009-2010	31	31	100	68	68	76	10	58	29	3		
Male	2008-2009	44	44	100	55	52	66	7	48	27	18		
	2009-2010	33	33	100	58	58	61	6	52	36	6		
Caucasian/White	2008-2009	84	83	99	54	54	72	16	39	31	14		
	2009-2010	62	62	100	61	61	69	8	53	34	5		
African American/Black	2008-2009	0	0				51						
	2009-2010	1	1	100			50						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	1	1	100			57						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				76						
American Indian or Native Alaskan	2008-2009	0	0				56						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	55	54	98	48	48	56	13	35	35	17		
	2009-2010	38	38	100	53	53	56	3	50	39	8		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	15	15	100	13	13	29	0	13	40	47		
	2009-2010	9	9	100			26						
Limited English Proficient	2008-2009	1	1	100			41						
	2009-2010	0	0				43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Livermore Falls Middle School
SAU: RSU 36 / MSAD 36
Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	76	76	100	63	64	54	12	51	29	8	74	2
	2009-2010	66	66	100	53	53	63	8	45	29	18	66	0
Female	2008-2009	33	33	100	67	68	52	15	52	27	6		
	2009-2010	31	31	100	45	45	62	6	39	35	19		
Male	2008-2009	43	43	100	60	61	56	9	51	30	9		
	2009-2010	35	35	100	60	60	63	9	51	23	17		
Caucasian/White	2008-2009	74	74	100	64	64	55	12	51	28	8		
	2009-2010	61	61	100	54	54	64	8	46	28	18		
African American/Black	2008-2009	0	0				31						
	2009-2010	1	1	100			40						
Hispanic	2008-2009	1	1	100			37						
	2009-2010	3	3	100			49						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	1	1	100			68						
American Indian or Native Alaskan	2008-2009	0	0				34						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	41	41	100	49	49	40	2	46	39	12		
	2009-2010	41	41	100	49	49	49	2	46	32	20		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	50	56	26	0	50	40	10		
	2009-2010	8	8	100			29						
Limited English Proficient	2008-2009	1	1	100			30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	64	63	98	62	63	57	10	52	19	19	62	1
	2009-2010	86	84	98	68	68	60	15	52	15	17	82	2
Female	2008-2009	30	29	97	52	56	59	0	52	28	21		
	2009-2010	37	37	100	62	62	59	14	49	22	16		
Male	2008-2009	34	34	100	71	70	56	18	53	12	18		
	2009-2010	49	47	96	72	72	61	17	55	11	17		
Caucasian/White	2008-2009	62	61	98	61	62	58	10	51	20	20		
	2009-2010	84	82	98	68	68	61	16	52	15	17		
African American/Black	2008-2009	1	1	100			32						
	2009-2010	0	0				35						
Hispanic	2008-2009	1	1	100			47						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			72						
American Indian or Native Alaskan	2008-2009	0	0				39						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	39	38	97	55	55	42	8	47	13	32		
	2009-2010	49	48	98	58	58	46	8	50	19	23		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	45	45	23	9	36	18	36		
	2009-2010	15	14	93	50	50	25	0	50	21	29		
Limited English Proficient	2008-2009	0	0				27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	87	86	99	34	35	52	3	30	28	38	86	0
	2009-2010	64	64	100	58	58	60	8	50	19	23	63	1
Female	2008-2009	43	42	98	29	29	54	2	26	33	38		
	2009-2010	31	31	100	48	48	60	3	45	26	26		
Male	2008-2009	44	44	100	39	40	51	5	34	23	39		
	2009-2010	33	33	100	67	67	59	12	55	12	21		
Caucasian/White	2008-2009	84	83	99	34	35	53	4	30	27	40		
	2009-2010	62	62	100	56	56	60	8	48	19	24		
African American/Black	2008-2009	0	0				31						
	2009-2010	1	1	100			34						
Hispanic	2008-2009	2	2	100			40						
	2009-2010	1	1	100			48						
Asian or Pacific Islander	2008-2009	1	1	100			60						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009	0	0				37						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	55	54	98	28	29	36	4	24	22	50		
	2009-2010	38	38	100	50	50	45	8	42	16	34		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	15	15	100	13	13	18	7	7	13	73		
	2009-2010	9	9	100			21						
Limited English Proficient	2008-2009	1	1	100			26						
	2009-2010	0	0				29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Livermore Falls Middle School
SAU:	RSU 36 / MSAD 36
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	98 99	99 99	66	63 67	71 69	99	98 99	99 99	63	41 59	63 61	95	95	95
Caucasian/White	99	98 99	99 99	66	64 66	71 69	99	98 99	99 99	62	41 59	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	98 99	99 99	55	54 55	60 56	99	98 99	99 99	51	35 50	50 47			
Students with Disabilities	*	* *	97 98	32	43 25	36 28	*	* *	97 98	41	36 42	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	4	6	0	1	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>